Fifth Grade English Language Arts Standards

Strand: Reading Standards for Literature **Grade Level:** 5
Substrands & Standards
Key Ideas and Details 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.) 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Strand: Reading Standards for Informational Text **Grade Level:** 5
Substrands & Standards
Key Ideas and Details 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure 4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (See grade 5 Language standards 4-6 on page 15 for additional expectations.) 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Strand: Reading Standards: Foundational Skills **Grade Level:** 5
Substrands & Standards
Print Concepts 1. n/a
Phonological Awareness 2. n/a
Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fifth Grade English Language Arts Standards

Strand: Writing Standards **Grade Level:** 5

Substrands & Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
b. Provide logically ordered reasons that are supported by facts and details.
c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1–3.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Strand: Speaking and Listening Standards **Grade Level:** 5

Substrands & Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

Presentation of Knowledge and Ideas

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.
b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

Strand: Language Standards **Grade Level:** 5

Substrands & Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.
e. Use correlative conjunctions (e.g., *either/or, neither/nor*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use punctuation to separate items in a series.
b. Use a comma to separate an introductory element from the rest of the sentence.
c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
d. Use underlining, quotation marks, or italics to indicate titles of works.
e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices *in all content areas*.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figurative language, including similes and metaphors, in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Fifth Grade Math Standards

Operations and Algebraic Thinking 5.OA

Write and interpret numerical expressions.

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x {8+ 7}. Recognize that 3 x {18932 + 921} is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*

2.1 Express a whole number in the range 2-50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as 2x2x2x3. CA

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operations in Base Ten 5.NBT

Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
    a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1+ 3 x (1/10) + 9 x (1/100) + 2 x (1/1000).
    b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations -Fractions 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 +5/4 = 8/12 +15/12 = 23/12. (In general, a/b+ c/d = (ad+ bc)/bd.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 =3/7, by observing that 3/7 < 1/2.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator *(a/b= a ÷ b)*. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack*

of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
   a. Interpret the product *(a/b) x q* as *a* parts of a partition of *q* into *b* equal parts; equivalently, as the result of a sequence of operations *ax q 7 b. For example, use a visual fraction model to show (2/3) x 4 = 8/3, and create a story context for this equation. Do the same with (2/3) x (4/5) = 8/15. (In general, (a/b) x (c/d) = ac/bd.)*
   b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), by:
   a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
   b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case};explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence *a/b= (n x a}/(n* b) to the effect of multiplying *a/b* by 1.
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
   a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.

      For example, create a story context for (1/3) + 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) + 4 = 1/12 because (1/12) x 4 = 1/3.
   b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 + (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 + (1/5) = 20 because 20 x (1/5) = 4.
   c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?

Measurements and Data — 5.MD

Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 em to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4,1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
   a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
   b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.
4. Measure volumes by counting unit cubes, using cubic em, cubic in, cubic ft., and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
   a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to

represent the associative property of multiplication.

b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares hove four right angles.*
4. Classify two-dimensional figures in a hierarchy based on properties.

Fifth Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part I: Interacting in Meaningful Ways				
Texts and Discourse in Context	**English Language Development Level Continuum**			
Part I, strands 1–8 Corresponding Common Core State Standards for English Language Arts: 1. SL.4.1,6; L.4.1,3,6 2. W.4.6; L.4.1,3,6 3. SL.4.1,6; L.4.1,3,6 4. W.4.4-5; SL.4.1,6; L.4.1,3,6 5. SL.4.1-3; L.4.3 6. RL.4.1-7,9-10; RI.4.1-7,9-10; SL.4.2-3; L.4.3,4,6 7. RL.4.3-4,6; RI.4.2,6,8; SL.4.3; L.4.3-6 8. RL.4.4-5; RI.4.4-5; SL.4.3; L.4.3-6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include:** **Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	A. Collaborative	**Emerging** ***1. Exchanging information/ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases. ***2. Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc. ***3. Offering opinions*** Negotiate with or persuade others in conversations using basic learned phrases (e.g., *I think . . .*), as well as open responses, in order to gain and/or hold the floor. ***4. Adapting language choices*** Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support. ***5. Listening actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support. ***6. Reading/viewing closely*** a) Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) based on close reading of a select set of grade-level texts with substantial support. b) Use knowledge of frequently-used affixes (e.g., *un-*, *mis-*) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics. ***7. Evaluating language choices*** Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support. ***8. Analyzing language choices*** Distinguish how different words with similar meaning produce different effects on the audience (e.g., describing a character's actions as *whined* versus *said*).	**Expanding** ***1. Exchanging information/ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. ***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. ***3. Offering opinions*** Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc. ***4. Adapting language choices*** Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support. ***5. Listening actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support. ***6. Reading/viewing closely*** a) Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) in greater detail based on close reading of a variety of grade-level texts with moderate support. b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics. ***7. Evaluating language choices*** Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with prompting and moderate support. ***8. Analyzing language choices*** Distinguish how different words with similar meanings (e.g., describing a character as *smart* versus *an expert*) and figurative language (e.g., *as big as a whale*) produce shades of meaning and different effects on the audience.	**Bridging** ***1. Exchanging information/ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. ***2. Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. ***3. Offering opinions*** Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's a good idea. However . . .*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc. ***4. Adapting language choices*** Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support. ***5. Listening actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support. ***6. Reading/viewing closely*** a) Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, etc.) in detail based on close reading of a variety of grade-level texts with light support. b) Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple- meaning words on familiar and new topics. ***7. Evaluating language choices*** Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence) with prompting and light support. ***8. Analyzing language choices*** Distinguish how different words with related meanings (e.g., *fun* versus *entertaining* versus *thrilling*, *possibly* versus *certainly*) and figurative language produce shades of meaning and different effects on the audience.

Fifth Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part I: Interacting in Meaningful Ways				
Texts and Discourse in Context	**English Language Development Level Continuum**			
		Emerging	**Expanding**	**Bridging**
Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts 9. SL.4.4-6; L.4.1,3,6 10. W.4.1-10; L.4.1-3,6 11. W.4.1,4,9-10; SL.4.4,6; L.4.1-3,6 12. W.4.4-5; SL.4.4,6; L.4.1,3,5-6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include: Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**B. Productive**	***9. Presenting*** Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with substantial support. ***10. Writing*** a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). ***11. Supporting opinions*** a) Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support. b) Express ideas and opinions or temper statements using basic modal expressions (e.g., *can, will, maybe*). ***12. Selecting language resources*** a) Use a select number of general academic and domain-specific words to create precision while speaking and writing. b) Select a few frequently used affixes for accuracy and precision (e.g., She walk*s*, I'm *un*happy.).	***9. Presenting*** Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with moderate support. ***10. Writing*** a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). ***11. Supporting opinions*** a) Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content with moderate support. b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., *maybe/probably, can/must*). ***12. Selecting language resources*** a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She walk*ed*. He likes . . . , I'm *un*happy.).	***9. Presenting*** Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with light support. ***10. Writing*** a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers). ***11. Supporting opinions*** a) Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content with light support. b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly, should/would*) and phrasing (e.g., *In my opinion . . .*). ***12. Selecting language resources*** a) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b) Select a variety of appropriate affixes for accuracy and precision (e.g., She's walk*ing*. I'm *un*comfortable. They left reluctant*ly*.).

Fifth Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works				
Texts and Discourse in Context	**English Language Development Level Continuum**			
Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts: 1. RL.4.5; RI.4.5; W.4.1-5; SL.4.4 2. RL.4.5; RI.4.5; W.4.1-4; SL.4.4; L.4.1,3 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include: Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many	A. Structuring Cohesive Texts	**Emerging** ***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially) to comprehending texts and writing basic texts. ***2. Understanding cohesion*** a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *first, yesterday*) to comprehending texts and writing basic texts.	**Expanding** ***1. Understanding text structure*** Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion. ***2. Understanding cohesion*** a) Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *since, next, for example*) to comprehending texts and writing texts with increasing cohesion.	**Bridging** ***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts. ***2. Understanding cohesion*** a) Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *for instance, in addition, at the end*) to comprehending texts and writing cohesive texts.

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works				
Texts and Discourse in Context	**English Language Development Level Continuum**			
Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts: 3. W.4.5; SL.4.6; L.4.1,3,6 4. W.4.5; SL.4.6; L.4.1,3,6 5. W.4.5; SL.4.4,6; L.4.1,3,6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include: Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many	B. Expanding & Enriching Ideas	**Emerging** ***3. Using verbs and verb phrases*** Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) for familiar topics. ***4. Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, etc. ***5. Modifying to add details*** Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked *to the soccer field.*).	**Expanding** ***3. Using verbs and verb phrases*** Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics. ***4. Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc. ***5. Modifying to add details*** Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked *quietly.* They ran *across the soccer field.*). .).	**Bridging** ***3. Using verbs and verb phrases*** Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics. ***4. Using nouns and noun phrases*** Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc. ***5. Modifying to add details*** Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a variety of familiar and new activities and processes (e.g., They worked *quietly all night in their room.*).

Fifth Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works				
Texts and Discourse in Context	**English Language Development Level Continuum**			
		Emerging	**Expanding**	**Bridging**
Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts: 6. W.4.1-3,5; SL.4.4,6; L.4.1,3,6 7. W.4.1-3,5; SL.4.4,6; L.4.1,3,6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include: Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	C. Connecting & Condensing Ideas	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as *and, but, so*). ***7. Condensing ideas*** Condense clauses in simple ways (e.g., through simple embedded clauses as in, The woman is a doctor. She helps children. → The woman is a doctor *who helps children.*) to create precise and detailed sentences.	***6. Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example. to express cause/effect (e.g., *The deer ran because the mountain lion came.*) or to make a concession (e.g., She studied all night *even though* she wasn't feeling well.). ***7. Condensing ideas*** Condense clauses in an increasing variety of ways (e.g., through a growing number of embedded clauses and other condensing as in, The dog ate quickly. The dog choked. → The dog ate so quickly *that it choked.*) to create precise and detailed sentences.	***6. Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., *Since the lion was at the waterhole, the deer ran away.*), to make a concession, or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted.*). ***7. Condensing ideas*** Condense clauses in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing as in, There was a Gold Rush. It began in the 1850s. It brought a lot of people to California. → The Gold Rush *that began in the 1850s* brought a lot of people to California.) to create precise and detailed sentences.

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part III: Using Foundational Literacy Skills	
Foundational Literacy Skills: **Literacy in an Alphabetic Writing System** • Print concepts • Phonological awareness • Phonics & word recognition • Fluency	See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are: • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

Fifth Grade History/Social Studies Standards

UNITED STATES HISTORY AND GEOGRAPHY: MAKING A NEW NATION

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe their varied customs and folklore traditions.
3. Explain their varied economies and systems of government.

➢ **Web Links**

- **http://www.carnegiemuseums.org/cmnh/exhibits/north-south-east-west/**
  Explore Indian cultures from four different areas of the US
- **http://www.desertusa.com/ind1/du_peo_past.html**
  Desert Peoples of the American Southwest; includes explorers
- **http://www.unitedstreaming.com**
  - Native Americans: People of the Desert (15 Video segments)
  - Native Americans: The First Peoples

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers including Christopher Columbus and Francisco Vásquez de Coronado and the technological developments that made sea exploration by latitude and longitude possible such as the compass, sextant, astrolabe, seaworthy ships, chronometers and gunpowder.
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world.
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

➢ **Web Links**

- **http://www.iq.poquoson.org/studysubjectareasocialstudies.html**
  Interactive quizzes grades 3-8, this site originated from a different state. Please look through grade levels for materials. Explorers were found in 3rd and 5th grade – Civil war was in 4th and 5th.
- **http://www.pbs.org/opb/conquistadors/about/about.htm**
  On line learning adventure about the Conquistadors
- **http://www.historyplace.com/unitedstates/**
  Explorations prior to 1700 to current times
- **http://www.historychannel.com/conquest/**
  Exploration and conquest of North America
- **http://www.unitedstreaming.com**
  - Exploring the World: Christopher Columbus and the New World
  - Exploring the World: Ferdinand Magellan and the First Voyage Around the World
  - New World Encountered, The
  - United States Expansionism
  - Challenging Geography: Explorers Discover America (12 video segments)
  - Early Explorers: The Age of Discovery
  - Age of Discovery (1400-1550)

- The New World Encountered

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s in areas such as agriculture, the fur trade, military alliances, treaties and cultural interchanges.
3. Examine the conflicts before the Revolutionary War.
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation.
5. Describe conflicts between groups of Indians, including the competing claims for control of lands.
6. Explain the influence and achievements of significant leaders of the time.

➢ **Web Links**

- **http://www.1704.deerfield.history.museum/**
  Raid on Deerfield 1704 – Tells story about American Indian and Colonial America relationships
- **http://www.unitedstreaming.com**
  - How the West is Fun: Explorers (9 video segments)
  - The Early Colonists (13 video segments)
  - Living History: Living at Plymouth Colony (8 video segments)
  - Exploring the World: The English Come to America: Jamestown and Plymouth
  - Native America: Conflict
  - Native Americans: People of the Desert (15 Video segments)
  - Native Americans: The First Peoples

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding.
3. Describe the religious aspects of the earliest colonies.
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

➢ **Web Links**

- **http://www.animatedatlas.com/movie2.html**
  Growth of a nation 1789 to 2000 - 10 minute movie
- **http://www.history.org/Almanack/life/life.cfm**
  Colonial life in 18th Century Williamsburg, includes the African American experience
- **http://www.hfmgv.org/education/smartfun/colonial/intro/map.html**
  Colonial family and community
- **http://www.pbs.org/wgbh/aia/home.html**
  1450-1865 – America's journey through slavery
- **http://www.unitedstreaming.com**
  - The Early Colonists (13 video segments)
  - Living History: Living at Plymouth Colony (8 video segments)
  - Diversity of Colonial Communities (1700-1750) (14 video segments)

- Living History: Living in Spanish Colonial America (8 video segments)

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution.
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period including King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin and John Adams.

➢ Web Links

- **http://www.multied.com/bio/RevoltBIOS/INDEX.html**
  Biographies of 120 men and women from the American revolution
- **http://www.mrnussbaum.com/amflash.htm**
  Interactive site on the Revolutionary War, also has a Lewis and Clark section
- **http://www.opencourtresources.com**
  Grade 5 – Making a New Nation – Taxation without Representation Role Play/ Students paid in m&m's. Same site has numerous PowerPoint presentations- We, the people, We're Writing the Constitution, and Web quests
- **http://www.unitedstreaming.com**
  - Making the Thirteen Colonies: New England Colonies
  - American Revolution: From Colonies to Constitution; the Road to Revolution 1763-1775 (12 video segments)
  - United States Expansion (14 video segments)
  - Countdown to Independence: Causes of the American Revolution (14 video segments)

5.6 Students understand the course and consequences of the American Revolution.

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution.
3. Identify the different roles women played during the Revolution.
4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress including the sale of western lands and the Northwest Ordinance of 1787 and those policies' impact on American Indians' land.
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

➢ **Web Links**

- **http://www.pbs.org/ktca/liberty/**
  Bring American Revolution Alive – Events leading to and following the Revolution
- **http://www.kidport.com/RefLib/UsaHistory/AmericanRevolution/AmerRevolution.htm#Timeline**
  Timeline of the Revolution with links to more information on key events
- **http://www.americanrevwar.homestead.com/files/Index2.htm**
  American Revolution homepage – Great information and graphics
- **http://teacher.scholastic.com/activities/our_america/revolutionary_war/index.htm**
  Scholastic links – includes reading diary excerpts, writing journal entries, informational pages, timeline
- **http://www.opencourtresources.com/**
  Grade 5 –Civil War – PowerPoint presentation on the Civil War

- http://www.unitedstreaming.com
  - United States Expansion (14 video segments)
  - American Revolution, The Rebellion and Preparing to Fight (8 video segments)
  - American Revolution: From Colonies to Constitution; the Road to Revolution 1763-1775
  - American Revolution, The: From Colonies to Constitution: The War for Independence
  - American Revolution, The: Declaration of Independence and the War

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals.

➢ **Web Links**

- http://www.constitutioncenter.org/explore/BasicGoverningPrinciples/index.shtml
  Makes Constitution easy to understand
- http://www.school-house-rock.com/Prea.html
  School House Rock – Preamble song and lyrics, also links with No More Kings song
- http://www.unitedstreaming.com
  - Nation in Crisis (Revised),
  - American History: The Birth of a Nation: The Living Constitution (Revised)
  - America's Early Years, 1789-1816: An American Nation Begins, 1789-1792
  - TLC Elementary School: We the People (5 video segments)
  - This Is Our Country
  - America the Beautiful
  - America At Its Best: What It Means To Be An American Citizen
  - America at Its Best: The American Government (8 video segments)

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap.
2. Name the states and territories that existed in 1850 and identify their locations and major geographical features.
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase.
4. Discuss the experiences of settlers on the overland trails to the West
5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

➢ **Web Links**

- http://www.mrnussbaum.com/amflash.htm
  Interactive site on the Revolutionary War, also has a Lewis and Clark section
- http://www.lewisandclark.com
- http://www.lewis-clark.org/
- http://www.museum.state.il.us/exhibits/athome/welcome.html

Interactive site on people in the Prairies from 1800-1850

- **http://www.opencourtresources.com/**
  Grade 5 – New Frontier/Going West – PowerPoint Presentation on the Cattle Industry
- **http://www.unitedstreaming.com**
  - Lewis and Clark: Tools of Survival
  - Pioneer Spirit: Wagon Trails and the Oregon Trail
  - United States Expansionism
  - Oregon Trail, The
  - Mexican War, The
  - America's Era of Expansion and Reform, 1817-1860
  - America's Early Years, 1789-1816

5.9 Students know the location of the current 50 states and the names of their capitals.

- **Web Links**
  - **http://www.sheppardsoftware.com/web_games.htm**
    Teacher able to change level of game
  - **http://www.scottbryce.com/us_geo/index2.htm**
    Interactive site on states and capitals
  - **http://www.quia.com/jg/65799.html**
    Games to memorize capitals
  - **http://www.unitedstreaming.com**
    - This Is Our Country

NEXT GENERATION SCIENCE STANDARDS
For States, By States

Fifth Grade

The performance expectations in fifth grade help students formulate answers to questions such as: "When matter changes, does its weight change? How much water can be found in different places on Earth? Can new substances be created by combining other substances? How does matter cycle through ecosystems? Where does the energy in food come from and what is it used for? How do lengths and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?" Fifth grade performance expectations include PS1, PS2, PS3, LS1, LS2, ESS1, ESS2, and ESS3 Disciplinary Core Ideas from the *NRC Framework*. Students are able to describe that matter is made of particles too small to be seen through the development of a model. Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved. Students determine whether the mixing of two or more substances results in new substances. Through the development of a model using an example, students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. They describe and graph data to provide evidence about the distribution of water on Earth. Students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun. Students are expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. The crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; energy and matter; and systems and systems models are called out as organizing concepts for these disciplinary core ideas. In the fifth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, engaging in argument from evidence, and obtaining, evaluating, and communicating information; and to use these practices to demonstrate understanding of the core ideas.

5-PS1 Matter and Its Interactions

5-PS1 Matter and Its Interactions

Students who demonstrate understanding can:

5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.] [Assessment Boundary: Assessment does not include distinguishing mass and weight.]

5-PS1-3. Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models
Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.
- Develop a model to describe phenomena. (5-PS1-1)

Planning and Carrying Out Investigations
Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.
- Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (5-PS1-4)
- Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (5-PS1-3)

Using Mathematics and Computational Thinking
Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.
- Measure and graph quantities such as weight to address scientific and engineering questions and problems. (5-PS1-2)

Disciplinary Core Ideas

PS1.A: Structure and Properties of Matter
- Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (5-PS1-1)
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2)
- Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (5-PS1-3)

PS1.B: Chemical Reactions
- When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS1-4)
- No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (5-PS1-2)

Crosscutting Concepts

Cause and Effect
- Cause and effect relationships are routinely identified, tested, and used to explain change. (5-PS1-4)

Scale, Proportion, and Quantity
- Natural objects exist from the very small to the immensely large. (5-PS1-1)
- Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (5-PS1-2),(5-PS1-3)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems
- Science assumes consistent patterns in natural systems. (5-PS1-2)

Connections to other DCIs in fifth grade: N/A

Articulation of DCIs across grade-levels: **2.PS1.A** (5-PS1-1),(5-PS1-2),(5-PS1-3); **2.PS1.B** (5-PS1-2),(5-PS1-4); **MS.PS1.A** (5-PS1-1),(5-PS1-2),(5-PS1-3),(5-PS1-4); **MS.PS1.B** (5-PS1-2),(5-PS1-4)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. *(5-PS1-1)*
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. *(5-PS1-2),(5-PS1-3),*(5-PS1-4)
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. *(5-PS1-2),(5-PS1-3),*(5-PS1-4)
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. *(5-PS1-2),(5-PS1-3),(5-PS1-4)*

Mathematics –

MP.2	Reason abstractly and quantitatively. *(5-PS1-1),*(5-PS1-2),(5-PS1-3)
MP.4	Model with mathematics. *(5-PS1-1),*(5-PS1-2),(5-PS1-3)
MP.5	Use appropriate tools strategically. (5-PS1-2),(5-PS1-3)
5.NBT.A.1	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. *(5-PS1-1)*
5.NF.B.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. *(5-PS1-1)*
5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. *(5-PS1-2)*
5.MD.C.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. *(5-PS1-1)*
5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. *(5-PS1-1)*

5-PS2 Motion and Stability: Forces and Interactions

5-PS2 Motion and Stability: Forces and Interactions

Students who demonstrate understanding can:

5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). ▪ Support an argument with evidence, data, or a model. (5-PS2-1)	**PS2.B: Types of Interactions** ▪ The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (5-PS2-1)	**Cause and Effect** ▪ Cause and effect relationships are routinely identified and used to explain change. (5-PS2-1)

Connections to other DCIs in fifth grade: N/A

Articulation of DCIs across grade-levels: **3.PS2.A** (5-PS2-1); **3.PS2.B** (5-PS2-1); **MS.PS2.B** (5-PS2-1); **MS.ESS1.B** (5-PS2-1); **MS.ESS2.C** (5-PS2-1)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *(5-PS2-1)*

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-PS2-1)

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-PS2-1)

5-PS3 Energy

5-PS3 Energy

Students who demonstrate understanding can:

5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. [Clarification Statement: Examples of models could include diagrams, and flow charts.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. ▪ Use models to describe phenomena. (5-PS3-1)	**PS3.D: Energy in Chemical Processes and Everyday Life** ▪ The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (5-PS3-1) **LS1.C: Organization for Matter and Energy Flow in Organisms** ▪ Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. *(secondary to 5-PS3-1)*	**Energy and Matter** ▪ Energy can be transferred in various ways and between objects. (5-PS3-1)

Connections to other DCIs in fifth grade: N/A

Articulation of DCIs across grade-levels: **K.LS1.C** (5-PS3-1); **2.LS2.A** (5-PS3-1); **4.PS3.A** (5-PS3-1); **4.PS3.B** (5-PS3-1); **4.PS3.D** (5-PS3-1); **MS.PS3.D** (5-PS3-1); **MS.PS4.B** (5-PS3-1); **MS.LS1.C** (5-PS3-1); **MS.LS2.B** (5-PS3-1)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. *(5-PS3-1)*

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. *(5-PS3-1)*

5-LS1 From Molecules to Organisms: Structures and Processes

5-LS1 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). ▪ Support an argument with evidence, data, or a model. (5-LS1-1)	**LS1.C: Organization for Matter and Energy Flow in Organisms** ▪ Plants acquire their material for growth chiefly from air and water. (5-LS1-1)	**Energy and Matter** ▪ Matter is transported into, out of, and within systems. (5-LS1-1)

Connections to other DCIs in fifth grade: **5.PS1.A** (5-LS1-1)

Articulation of DCIs across grade-levels: **K.LS1.C** (5-LS1-1); **2.LS2.A** (5-LS1-1); **MS.LS1.C** (5-LS1-1)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *(5-LS1-1)*

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-LS1-1)

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-LS1-1)

Mathematics –

MP.2 Reason abstractly and quantitatively. *(5-LS1-1)*

MP.4 Model with mathematics. *(5-LS1-1)*

MP.5 Use appropriate tools strategically. *(5-LS1-1)*

5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. *(5-LS1-1)*

5-LS2 Ecosystems: Interactions, Energy, and Dynamics

5-LS2 Ecosystems: Interactions, Energy, and Dynamics

Students who demonstrate understanding can:

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.] [Assessment Boundary: Assessment does not include molecular explanations.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models Modeling in 3–5 builds on K–2 models and progresses to building and revising simple models and using models to represent events and design solutions. ▪ Develop a model to describe phenomena. (5-LS2-1) --- ***Connections to Nature of Science*** **Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** ▪ Science explanations describe the mechanisms for natural events. (5-LS2-1)	**LS2.A: Interdependent Relationships in Ecosystems** ▪ The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1) **LS2.B: Cycles of Matter and Energy Transfer in Ecosystems** ▪ Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1)	**Systems and System Models** ▪ A system can be described in terms of its components and their interactions. (5-LS2-1)

Connections to other DCIs in fifth grade: **5.PS1.A** (5-LS2-1); **5.ESS2.A** (5-LS2-1)

Articulation of DCIs across grade-levels: **2.PS1.A** (5-LS2-1); **2.LS4.D** (5-LS2-1); **4.ESS2.E** (5-LS2-1); **MS.PS3.D** (5-LS2-1); **MS.LS1.C** (5-LS2-1); **MS.LS2.A** (5-LS2-1); **MS.LS2.B** (5-LS2-1)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. *(5-LS2-1)*

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. *(5-LS2-1)*

Mathematics –

MP.2 Reason abstractly and quantitatively. *(5-LS2-1)*

MP.4 Model with mathematics. *(5-LS2-1)*

5-ESS1 Earth's Place in the Universe

5-ESS1 Earth's Place in the Universe

Students who demonstrate understanding can:

5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).]

5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.] [Assessment Boundary: Assessment does not include causes of seasons.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Analyzing and Interpreting Data

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. (5-ESS1-2)

Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Support an argument with evidence, data, or a model. (5-ESS1-1)

Disciplinary Core Ideas

ESS1.A: The Universe and its Stars

- The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (5-ESS1-1)

ESS1.B: Earth and the Solar System

- The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)

Crosscutting Concepts

Patterns

- Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena. (5-ESS1-2)

Scale, Proportion, and Quantity

- Natural objects exist from the very small to the immensely large. (5-ESS1-1)

Connections to other DCIs in fifth grade: N/A

Articulation of DCIs across grade-levels: **1.ESS1.A** (5-ESS1-2); **1.ESS1.B** (5-ESS1-2); **3.PS2.A** (5-ESS1-2); **MS.ESS1.A** (5-ESS1-1),(5-ESS1-2); **MS.ESS1.B** (5-ESS1-1),(5-ESS1-2)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *(5-ESS1-1)*
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. *(5-ESS1-1)*
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). *(5-ESS1-1)*
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS1-1)
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-ESS1-1)
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. *(5-ESS1-2)*

Mathematics –

MP.2	Reason abstractly and quantitatively. *(5-ESS1-1)*,(5-ESS1-2)
MP.4	Model with mathematics. *(5-ESS1-1)*,(5-ESS1-2)
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. *(5-ESS1-1)*
5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS1-2)

5-ESS2 Earth's Systems

5-ESS2 Earth's Systems

Students who demonstrate understanding can:

5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.] [Assessment Boundary: Assessment is limited to the interactions of two systems at a time.]

5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop a model using an example to describe a scientific principle. (5-ESS2-1)

Using Mathematics and Computational Thinking

Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.

- Describe and graph quantities such as area and volume to address scientific questions. (5-ESS2-2)

Disciplinary Core Ideas

ESS2.A: Earth Materials and Systems

- Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1)

ESS2.C: The Roles of Water in Earth's Surface Processes

- Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (5-ESS2-2)

Crosscutting Concepts

Scale, Proportion, and Quantity

- Standard units are used to measure and describe physical quantities such as weight and volume. (5-ESS2-2)

Systems and System Models

- A system can be described in terms of its components and their interactions. (5-ESS2-1)

Connections to other DCIs in fifth grade: N/A

Articulation of DCIs across grade-levels: **2.ESS2.A** (5-ESS2-1); **2.ESS2.C** (5-ESS2-2); **3.ESS2.D** (5-ESS2-1); **4.ESS2.A** (5-ESS2-1); **MS.ESS2.A** (5-ESS2-1); **MS.ESS2.C** (5-ESS2-1),(5-ESS2-2); **MS.ESS2.D** (5-ESS2-1); **MS.ESS3.A** (5-ESS2-2)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. *(5-ESS2-1),(5-ESS2-2)*

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. *(5-ESS2-2)*

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. *(5-ESS2-1),(5-ESS2-2)*

Mathematics –

MP.2 Reason abstractly and quantitatively. *(5-ESS2-1),*(5-ESS2-2)

MP.4 Model with mathematics. *(5-ESS2-1),*(5-ESS2-2)

5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. *(5-ESS2-1)*

5-ESS3 Earth and Human Activity

5-ESS3 Earth and Human Activity

Students who demonstrate understanding can:

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.

- Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. (5-ESS3-1)

Disciplinary Core Ideas

ESS3.C: Human Impacts on Earth Systems

- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)

Crosscutting Concepts

Systems and System Models

- A system can be described in terms of its components and their interactions. (5-ESS3-1)

Connections to Nature of Science

Science Addresses Questions About the Natural and Material World.

- Science findings are limited to questions that can be answered with empirical evidence. (5-ESS3-1)

Connections to other DCIs in fifth grade: N/A

Articulation of DCIs across grade-levels: **MS.ESS3.A** (5-ESS3-1); **MS.ESS3.C** (5-ESS3-1); **MS.ESS3.D** (5-ESS3-1)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *(5-ESS3-1)*

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.(5-ESS3-1)

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS3-1)

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-ESS3-1)

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. *(5-ESS3-1)*

Mathematics –

MP.2 Reason abstractly and quantitatively. *(5-ESS3-1)*

MP.4 Model with mathematics. *(5-ESS3-1)*

3-5-ETS1 Engineering Design

3-5-ETS1 Engineering Design

Students who demonstrate understanding can:

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.

- Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-5-ETS1-3)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (3-5-ETS1-2)

Disciplinary Core Ideas

ETS1.A: Defining and Delimiting Engineering Problems

- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3-5-ETS1-1)

ETS1.B: Developing Possible Solutions

- Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2)
- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2)
- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3)

ETS1.C: Optimizing the Design Solution

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3-5-ETS1-3)

Crosscutting Concepts

Influence of Engineering, Technology, and Science on Society and the Natural World

- People's needs and wants change over time, as do their demands for new and improved technologies. (3-5-ETS1-1)
- Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3-5-ETS1-2)

Connections to 3-5-ETS1.A: Defining and Delimiting Engineering Problems include:

Fourth Grade: 4-PS3-4

Connections to 3-5-ETS1.B: Designing Solutions to Engineering Problems include:

Fourth Grade: 4-ESS3-2

Connections to 3-5-ETS1.C: Optimizing the Design Solution include:

Fourth Grade: 4-PS4-3

Articulation of DCIs across grade-bands: **K-2.ETS1.A** (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); **K-2.ETS1.B** (3-5-ETS1-2); **K-2.ETS1.C** (3-5-ETS1-2),(3-5-ETS1-3); **MS.ETS1.A** (3-5-ETS1-1); **MS.ETS1.B** (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); **MS.ETS1.C** (3-5-ETS1-2),(3-5-ETS1-3)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *(3-5-ETS1-2)*

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. *(3-5-ETS1-2)*

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (3-5-ETS1-2)

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (3-5-ETS1-1),(3-5-ETS1-3)

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. *(3-5-ETS1-1),(3-5-ETS1-3)*

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. *(3-5-ETS1-1),(3-5-ETS1-3)*

Mathematics –

MP.2 Reason abstractly and quantitatively. *(3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)*

MP.4 Model with mathematics. *(3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)*

MP.5 Use appropriate tools strategically. *(3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)*

3-5.OA Operations and Algebraic Thinking *(3-5-ETS1-1),(3-5-ETS1-2)*

Fifth Grade Health Standards

Nutrition and Physical Activity

Standard 1: Essential Concepts

1.1.N Describe the food groups, including recommended portions to eat from each food group.
1.2.N Identify key components of the "Nutrition Facts" labels.
1.3.N Explain the relationship between the intake of nutrients and metabolism.
1.4.N Explain why some food groups have a greater number of recommended portions than other food groups.
1.5.N Describe safe food handling and preparation practices.
1.6.N Differentiate between more-nutritious and less-nutritious beverages and snacks.
1.7.N Explain the concept of eating in moderation.
1.8.N Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.
1.9.N Explain how good health is influenced by healthy eating and being physically active.
1.10.N Describe how physical activity, rest, and sleep are related.
1.11.N Identify physical, academic, mental, and social benefits of regular physical activity.

Standard 2: Analyzing Influences

2.1.N Describe internal and external influences that affect food choices and physical activity.
2.2.N Recognize that family and cultural influences affect food choices.
2.3.N Describe the influence of advertising and marketing techniques on food and beverage choices.

Standard 3: Accessing Valid Information

3.1.N Locate age-appropriate guidelines for eating and physical activity.
3.2.N Interpret information provided on food labels.

Standard 4: Interpersonal Communication

4.1.N Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.

Standard 5: Decision Making

5.1.N Use a decision-making process to identify healthy foods for meals and snacks.
5.2.N Use a decision-making process to determine activities that increase physical fitness.
5.3.N Compare personal eating and physical activity patterns with current age-appropriate guidelines.

Standard 6: Goal Setting

6.1.N Monitor personal progress toward a nutritional goal.
6.2.N Monitor personal progress toward a physical activity goal.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.N Identify ways to choose healthy snacks based on current research-based guidelines.
7.2.N Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.
7.3.N Demonstrate the ability to balance food intake and physical activity.
7.4.N Demonstrate the ability to assess personal physical activity levels.

Standard 8: Health Promotion

8.1.N Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.

Growth, Development, and Sexual Health

Standard 1: Essential Concepts

1.1.G Describe the human cycle of reproduction, birth, growth, aging, and death.
1.2.G Explain the structure, function, and major parts of the human reproductive system.
1.3.G Identify the physical, social, and emotional changes that occur during puberty.
1.4.G Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).
1.5.G Describe how HIV is and is not transmitted.
1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles.
1.7.G Recognize that everyone has the right to establish personal boundaries.
1.8.G Recognize that friendship, attraction, and affection can be expressed in different ways.
1.9.G Explain that puberty and physical development can vary considerably and still be normal.

1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Standard 2: Analyzing Influences

2.1.G Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

2.2.G Describe how heredity influences growth and development.

2.3.G Discuss how changes during puberty affect thoughts, emotions, and behaviors.

Standard 3: Accessing Valid Information

3.1.G Recognize parents, guardians, and other trusted adults as resources for information about puberty.

3.2.G Differentiate between reliable and unreliable sources of information about puberty.

Standard 4: Interpersonal Communication

4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changesthat occur during puberty.

4.2.G Use healthy and respectful ways to express friendship, attraction, and affection.

4.3.G Demonstrate refusal skills to protect personal boundaries.

Standard 5: Decision Making

5.1.G Describe the importance of identifying personal boundaries.

5.2.G Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.

Standard 6: Goal Setting

6.1.G Identify steps to achieve and maintain a healthy and accurate body image.

6.2.G Develop plans to maintain personal hygiene during puberty.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.G Engage in behaviors that promote healthy growth and development during puberty.

7.2.G Describe ways people can protect themselves against serious bloodborne communicable diseases.

Standard 8: Health Promotion

8.1G Skills for this content area are not identified until grades seven and eight.

Personal and Community Health

Standard 1: Essential Concepts

1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing).

1.2.P Explain how viruses and bacteria affect the immune system and impact health.

1.3.P Describe how environmental conditions affect personal health.

1.4.P Describe the personal hygiene needs associated with the onset of puberty.

1.5.P Define life-threatening situations (e.g., heart attacks, asthma attacks, poisonings).

1.6.P Explain that all individuals have a responsibility to protect and preserve the environment.

Standard 2: Analyzing Influences

2.1.P Identify internal and external influences that affect personal health practices.

Standard 3: Accessing Valid Information

3.1.P Identify sources of valid information about personal health products and services.

3.2.P Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).

Standard 4: Interpersonal Communication

4.1.P Practice effective communication skills to seek help for health-related problems or emergencies.

Standard 5: Decision Making

5.1.P Use a decision-making process to determine personal choices that promote personal, environmental, and community health.

5.2.P Use a decision-making process to determine when medical assistance is needed.

Standard 6: Goal Setting

6.1.P Monitor progress toward a goal to help protect the environment.

6.2.P Monitor progress toward a personal health goal.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.P Practice good personal and dental hygiene.

7.2.P Demonstrate personal responsibility for health habits.

7.3.P Practice strategies to protect against the harmful effects of the sun.

Standard 8: Health Promotion

8.1.P Encourage others to minimize pollution in the environment.

Fifth Grade Physical Education Standards

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Body Management

1.1 Perform simple small-group balance stunts by distributing weight and base of support.

Locomotor Movement

1.2 Jump for height, using proper takeoff and landing form.
1.3 Jump for distance, using proper takeoff and landing form.

Manipulative Skills

1.4 Enter, jump, and leave a long rope turned by others.
1.5 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.
1.6 Throw and catch an object underhand and overhand while avoiding an opponent.
1.7 Field a thrown ground ball.
1.8 Punt a ball, dropped from the hands, at a target.
1.9 Stop a kicked ball by trapping it with the foot while moving.
1.10 Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.
1.11 Hit a softly tossed ball backhanded with a paddle or racket.
1.12 Strike a tossed ball, with different implements, from a side orientation.
1.13 Serve a lightweight ball over a low net, using the underhand movement pattern.
1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball.
1.15 Dribble a ball and kick it toward a goal while being guarded.
1.16 Pass a ball back and forth with a partner, using a chest pass and bounce pass.
1.17 Volley a tossed ball to an intended location.

Rhythmic Skills

1.18 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.
1.19 Design and perform a routine to music that involves manipulation of an object.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

2.1 Explain the importance of open space in playing sport-related games.
2.2 Explain the differences in applying and receiving force when jumping for height and distance.

Body Management

2.3 Explain how to adjust body position to catch a ball thrown off-center.

Manipulative Skills

2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.

Rhythmic Skills

2.5 Design a routine to music, changing speed and direction while manipulating an object.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.
3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.

Aerobic Capacity

3.2 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.

Muscular Strength/Endurance

3.4 Perform an increasing number of oblique curl-ups on each side.
3.5 Perform increasing numbers of triceps push-ups.

Flexibility

3.6 Perform flexibility exercises that will stretch particular muscle areas for given physical activities.

Body Composition

3.7 Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.

Assessment

3.8 Assess health-related physical fitness by using a scientifically based health-related fitness assessment.

3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.

4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.

4.3 Develop and describe three short-term and three long-term fitness goals.

4.4 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.

4.5 Explain the elements of warm-up and cool-down activities.

4.6 Record water intake before, during, and after physical activity.

4.7 Describe the principles of training and the application to each of the components of health-related physical fitness.

Aerobic Capacity

4.8 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.

4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.

4.10 Compare target heart rate and perceived exertion during physical activity.

4.11 Measure and record the heart rate before, during, and after vigorous physical activity.

4.12 Explain how technology can assist in the pursuit of physical fitness.

Muscular Strength/Endurance

4.13 Explain the benefits of having strong arm, chest, and back muscles.

Flexibility

4.14 Explain the benefits of stretching after warm-up activities.

Body Composition

4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.

4.16 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

5.1 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.

5.2 Work toward a long-term physical activity goal and record data on one's progress.

5.3 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.

5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.

Social Interaction

5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.

5.6 Acknowledge orally the contributions and strengths of others.

Group Dynamics

5.7 Accommodate individual differences in others' physical abilities in small-group activities.

5.8 Appreciate physical games and activities reflecting diverse heritages.

Fifth Grade Visual And Performing Arts Standards

DANCE

1.0 ARTISTIC PERCEPTION

Development of Motor Skills and Technical Expertise

1.1 Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.

1.2 Name and use a wide variety of movements (e.g., isolations/whole body).

Comprehension and Analysis of Dance Elements

1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/ energy concepts.

1.4 Incorporate the principles of variety, contrast, and unity with dance studies.

Development of Dance Vocabulary

1.5 Use appropriate dance vocabulary to describe dances.

2.0 CREATIVE EXPRESSION

Creation/Invention of Dance Movement

2.1 Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.

2.2 Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.

Application of Choreographic Principles and Processes to Creating Dance

2.3 Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).

2.4 Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.

Communication of Meaning in Dance

2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.

Development of Partner and Group Skills

2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/following, mirroring, calling/responding, echoing, opposing).

3.0 HISTORICAL AND CULTURAL CONTEXT

Development of Dance

3.1 Describe how and why a traditional dance may be changed when performed on stage for an audience.

History and Function of Dance

3.2 Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.

Diversity of Dance

3.3 Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.

4.0 AESTHETIC VALUING

Description, Analysis, and Criticism of Dance

4.1 Use dance vocabulary to identify and support personal preferences for dances observed or performed.

4.2 Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).

Meaning and Impact of Dance

4.3 Identify the special and challenging characteristics of the experience of dancing for an audience.

4.4 Explain how outstanding dancers affect audience members emotionally or intellectually.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications Across Disciplines

5.1 Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).

5.2 Describe how dancing requires good health-related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition).

5.3 Cite examples of the use of technology in the performing arts.

Development of Life Skills and Career Competencies

5.4 Demonstrate social skills that enable students to become leaders/teachers and followers/ learners.

MUSIC

1.0 ARTISTIC PERCEPTION

Read and Notate Music

1.1 Read, write, and perform simple melodic notation in treble clef in major and minor keys.

1.2 Read, write, and perform major and minor scales.

1.3 Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.

Listen to, Analyze, and Describe Music

1.4 Analyze the use of music elements in aural examples from various genres and cultures.

1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures.
1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.

2.0 CREATIVE EXPRESSION

Apply Vocal and Instrumental Skills

2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.
2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.

Compose, Arrange, and Improvise

2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role of Music

3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).

Diversity of Music

3.2 Identify different or similar uses of musical elements in music from diverse cultures.
3.3 Sing and play music from diverse cultures and time periods.
3.4 Describe the influence of various cultures and historical events on musical forms and styles.
3.5 Describe the influences of various cultures on the music of the United States.

4.0 AESTHETIC VALUING

Analyze and Critically Assess

4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.

Derive Meaning

4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

5.1 Explain the role of music in community events.

Careers and Career-Related Skills

5.2 Identify ways in which the music professions are similar to or different from one another.

THEATRE

1.0 ARTISTIC PERCEPTION

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as *sense memory, script, cue, monologue, dialogue, protagonist,* and *antagonist,* to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

2.0 CREATIVE EXPRESSION

Development of Theatrical Skills

2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.
2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.

Creation/Invention in Theatre

2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role and Cultural Significance of Theatre

3.1 Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.
3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.

History of Theatre

3.3 Analyze ways in which theatre, television, and film play a part in our daily lives.
3.4 Identify types of early American theatre, such as melodrama and musical theatre.

4.0 AESTHETIC VALUING

Critical Assessment of Theatre

4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.

Derivation of Meaning from Works of Theatre

4.2 Describe devices actors use to convey meaning or intent in commercials on television.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history–social science.

Careers and Career-Related Skills

5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.

VISUAL ARTS

1.0 ARTISTIC PERCEPTION

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.

1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.

Analyze Art Elements and Principles of Design

1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

2.0 CREATIVE EXPRESSION

Skills, Processes, Materials, and Tools

2.1 Use one-point perspective to create the illusion of space.

2.2 Create gesture and contour observational drawings.

2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).

Communication and Expression Through Original Works of Art

2.4 Create an expressive abstract composition based on real objects.

2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.

2.6 Use perspective in an original work of art to create a real or imaginary scene.

2.7 Communicate values, opinions, or personal insights through an original work of art.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role and Development of the Visual Arts

3.1 Describe how local and national art galleries and museums contribute to the conservation of art.

3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide.

Diversity of the Visual Arts

3.3 Identify and compare works of art from various regions of the United States.

3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time.

4.0 AESTHETIC VALUING

Derive Meaning

4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.

4.2 Compare the different purposes of a specific culture for creating art.

Make Informed Judgments

4.3 Develop and use specific criteria as individuals and in groups to assess works of art.

4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

5.1 Use linear perspective to depict geometric objects in space.

Visual Literacy

5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

Careers and Career-Related Skills

5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.

5th Grade
Technology Standards

Level of Skills Definitions	
Observe	*Observation of Teacher Modeling Skills*
Basic	*Practicing Skills with Teacher's Guidance*
Intermediate	*Practicing Skills with Minimal Teacher Support*
Proficient	*Applying Skills Independently*

#	Category	Standard	Level of Skills
5.1	Ethics	Practice respectful and responsible use of technology by abiding by School Technology and Internet Use Policy.	NA
5.2	Ethics	Demonstrate an understanding of plagiarism and fair use. Copyright Laws of Material.	NA
5.3	Ethics	Evaluate and use several resources from a variety of information sources to validate accuracy of information.	NA
5.4	Ethics	Demonstrate an understanding of Internet Safety Procedures.	NA
5.5	Keyboarding Skills	Use correct technique for key striking and keying by touch.	Advanced
5.6	Keyboarding Skills	Enter data at a rate of 16-20 words per minute.	Advanced
5.7	Keyboarding Skills	Identify the location and function of the TAB key.	Advanced
5.8	Keyboarding Skills	Use both hands simultaneously on the keyboard.	Advanced
5.9	Keyboarding Skills	Use correct hand-finger, home row, and pairing of fingers.	Advanced
5.10	Keyboarding Skills	Use left hand on the left side of the keyboard.	Advanced
5.11	Keyboarding Skills	Use right hand on the right side of the keyboard.	Advanced
5.12	Keyboarding Skills	Use thumb on the spacebar.	Advanced
5.13	Keyboarding Skills	Locate, identify and use letter, number, and punctuation keys.	Advanced
5.14	Keyboarding Skills	Identify keys on the right and left side of the keyboard.	Advanced
5.15	Keyboarding Skills	Recognize that letters typed on the keyboard are lower case unless the Shift Key is used.	Advanced
5.16	Keyboarding Skills	Identify the location and function of these keys: Enter, Escape, Spacebar, Shift, Arrows, and Backspace.	Advanced
5.17	Keyboarding Skills	Identify and properly use the mouse.	Advanced

5th Grade
Technology Standards

Level of Skills Definitions			
Observe		*Observation of Teacher Modeling Skills*	
Basic		*Practicing Skills with Teacher's Guidance*	
Intermediate		*Practicing Skills with Minimal Teacher Support*	
Proficient		*Applying Skills Independently*	
#	**Category**	**Standard**	**Level of Skills**
5.18	Keyboarding Skills	Use correct posture.	Advanced
5.19	Keyboarding Skills	Use "single-click", "double-click", and "clock-and drag" functions of the mouse.	Advanced
5.20	Word Processing	Understand and use the cut, copy, and paste information.	Advanced
5.21	Word Processing	Use correct spacing between words.	Advanced
5.22	Word Processing	Use correct spacing following punctuation.	Advanced
5.23	Word Processing	Use Spellcheck.	Advanced
5.24	Word Processing	Use appropriate items on a menu bar "Print" and "Save".	Advanced
5.25	Word Processing	Change font, color, and size.	Advanced
5.26	Word Processing	Name and save a file.	Advanced
5.27	Word Processing	Add graphics to a composition.	Advanced
5.28	Word Processing	Insert Header/Footer, Paragraphing Tools, Adjusting alignment.	Intermediate
5.29	Database	Define the term "database" and provide examples from everyday life (Destiny, Telephone directories, etc.).	Intermediate
5.30	Database	Define terms related to databases, such as "record" field, and "search".	Intermediate
5.31	Database	Do simple searches of existing databases .	Intermediate
5.32	Spreadsheet	Demonstrate an understanding of the spreadsheet as a tool to record, organize, and graph information.	Intermediate
5.33	Spreadsheet	Identify and explain terms and concepts related to spreadsheets (cell, column, row, values, chart, graphs).	Intermediate
5.34	Spreadsheet	Enter/Edit data in spreadsheets and perform calculations using simple formulas (+, -. *) observing the changes that occur.	Intermediate

5th Grade
Technology Standards

Level of Skills Definitions			
Observe		*Observation of Teacher Modeling Skills*	
Basic		*Practicing Skills with Teacher's Guidance*	
Intermediate		*Practicing Skills with Minimal Teacher Support*	
Proficient		*Applying Skills Independently*	
#	**Category**	**Standard**	**Level of Skills**
5.35	Multimedia	Create, Edit, and Format Text on a Slide.	Intermediate
5.36	Multimedia	Create a series of slides and organize them to present research or convey an idea.	Intermediate
5.37	Multimedia	Copy and paste or import graphics, change their size and position on the slide (use of transitions, etc.).	Intermediate
5.38	Internet Skills	Demonstrate the ability to use icons on toolbar to get to district standard sites: Accelerated Reader, etc.	Advanced
5.39	Internet Skills	Demonstrate the ability to use a search engine.	Intermediate

MATERIALS AND RESOURCES
Fifth Grade

READING/LANGUAGE ARTS

Benchmark Advance is the basic text for students. The following materials are used:

Teacher's Resources
Five Teacher's Resource System Books
Assessment Books
Intervention Resources
ELD Resources
Read-Aloud Handbook
Grammar, Spelling & Vocabulary Workbook
Daily Take-Home Activity Calendars

Small Group Leveled Texts
Units 1-10

Small Group Leveled Texts Teacher Support
Teacher's Guides & Text Evidence Question Cards
Units 1-10
Reader's Theater Handbook

Small Group Reader's Theater
Units 1-10

Texts for ELD
Student Book – Set of 10

Texts for Close Reading Consumable Student Book
Student Books (10 Units) – 1 per student
Teacher Set

Instructional Minutes:
Students will receive a minimum of 120 minutes of instruction in language arts per day.

WRITING

Write from the Beginning *and Beyond | Thinking Maps®* is the writing program for students.

The following materials are used:

Teacher Manuals:
- Thinking Maps: *A Language for Learning* - with 8 classroom posters
- Thinking Maps: Write from the Beginning and Beyond: *Expository/Informative*
- Thinking Maps: Write from the Beginning and Beyond: *Narrative*
- Thinking Maps: Write from the Beginning and Beyond: *Response to Literature*
- Thinking Maps: Write from the Beginning and Beyond: *Setting the Stage*

MATHEMATICS

Go Math! California Student Edition Multi-Volume Grade 5 is the basic text for students. The following materials are used:

Student Materials:
- California Student Edition Multi-Volume Grade 5
- Bilingual Mathboard Grade 5
- California Online Interactive Student Edition (includes Personal Math Trainer) Grade 5
- SBAC Test Prep Student Edition Grade 5
- California Downloadable Student Edition PDF Grade 5

Teacher Resource Materials:
- California Teacher Edition and Planning Guide Bundle Grade 5
- California Teacher Digital Management Center Grade5
- California Assessment Guide Blackline Masters Grade 5
- California Reteach Workbook Backline Masters Grade 5
- California Enrichment Workbook Blackline Masters Grade 5
- Strategic Intervention Teacher Guide Grade 5
- SBAC Test Prep Teacher Edition Grade 5
- Bilingual ExamView CD-ROM Grade 5
- Grab and Go Differentiated Centers Kit Grade 5
- Grab and Go Customized Manipulatives Kit Grade 5
- California Downloadable Teacher Resource Tool Grade 5

Instructional Minutes:
Student will receive a minimum of 60 minutes of instruction in mathematics per day.

TECHNOLOGY

Student Programs:

- Amplify
- Benchmark Universe
- BrainPOP
- BrainPOP ELL
- Go Math!
- Google Classroom
- i-Ready
- MobyMax
- Renaissance Learning
- Typing Agent

HISTORY/SOCIAL SCIENCE

The United States: Making a New Nation (Harcourt School Publishers) is the basic text for students.

The following materials are used:

Teacher Editions:
The United States: Making a New Nation
California Homework & Practice Book
California Success for English Learners
Time for Kids Readers

One Per Student:
The United States: Making a New Nation
Homework and Practice Book
Student Edition CD-ROM
Student Edition e-book
Interactive Desk Map: California
Interactive Desk Map: U.S.
Interactive Desk Map: World
Graphic Organizers Write-On/Wipe-off Cards

Teacher Resource Materials:
California ePlanner with Teachers Edition
Interactive Atlas
California Audiotext Collection
California ELA Program Correlation Cards
Picture/Word Cards for Developing Academic Language
California Reading Support and Intervention Book
Social Studies in Action; Resources for the Classroom
Primary Source Collection, Intermediate
TimeLinks; Interactive Time Line package
Time for Kids Readers Collection (1 copy each of 18 titles)
California Assessment Program
Interactive Desk Map Transparencies: California
Interactive Desk Map Transparencies: U.S.
Interactive Desk Map Transparencies: World
California Vocabulary Power
Music CD Collection
All-In One Planner with Assessment CD-ROM
Online Assessment Quick Start Guide for Teachers

SCIENCE

Amplify Science is the adopted curriculum. The following materials are used:

Teacher Editions:

- Patterns of Earth and Sky
- Modeling Matter
- The earth System
- Ecosystem Restoration

*Teacher editions are also available online.

One Per Student:

- 1 Investigation notebook per unit

*Investigation notebooks are also available online.

Teacher Resource Materials:

18 student readers of the following titles:

Patterns of Earth and Sky

- *Dog Days of Summer*
- *Handbook of Stars and Constellations*
- *How Big Is Big? How Far Is Far?*
- *Star Scientist*
- *Which Way Is Up?*

The Earth System

- *Chemical Reactions Everywhere*
- *Drinking Cleopatra's Tears*
- *Engineering Clean Water*
- *How the Earth System Explains Dinosaur Extinction*
- *Water Encyclopedia*
- *Water Shortages, Water Solutions*

Ecosystem Restoration

- *Energy Makes It All Go*
- *Matter Makes It All Up*
- *Restoration Case Studies*
- *Walk in the Woods*
- *Why Do Scientists Argue?*

Modeling Matter

- *Break It Down: How Scientists Separate Mixtures*
- *Food Scientist's Handbook*
- *Made of Matter*
- *Science You Can't See*
- *Solving Dissolving*
- *Who Thinks About Scale?*

*Student readers are also available online.

Science kits for the following units:

- Patterns of Earth and Sky (1 box)
- Modeling Matter (2 boxes)
- The earth System (2 boxes)
- Ecosystem Restoration (3 boxes)

PHYSICAL EDUCATION

SPARK Grades 3 - 6 PE Teacher's Guide

Instructional Minutes:

Students will receive a minimum of 200 minutes of instruction in physical education every ten school days.